Title: **Spring 2021 Syllabus Addendum**

Source: Provost's Office

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Introduction

In light of the COVID-19 pandemic and our commitment to ensuring high-quality teaching and learning, the Spring 2021semester will require a mindset of flexible, equitable student-centered approaches and continuity of course delivery as the pandemic evolves. This addendum is designed to provide pandemic related syllabus requirements (Section 1) and best-practices recommendations and resources (Section 2, 3, 4) to complement the January 2016, Provost approved, syllabus requirements.

> Section 1 - Requirements
> Section 2 - Canvas Home Page
> Section 3 - Zoom Recording Notification & Suggestions for Embedding Course Videos
> Section 4 - Attendance and Assignments

SECTION I

Canvas Course Shell

- All Spring 2021 courses should include a Canvas course shell
- Post the course syllabus in a screen reader-friendly format (not pdf) for accessibility
- Publish a Home page in Canvas at least 2 weeks prior to the start date of class (see Section 2)

Syllabus Requirements

- Identify the course format (Remote, Online, Hybrid or In-Person)
- Confirm course meeting pattern
- Include Zoom link as applicable to the format
- Campus Closures and Delays Notification
    > NOTE TO FACULTY – State the approach you will take toward continuing course progress when a class cancellation occurs.

Example Statement- *During the spring semester, severe weather may require campus closures and delays which may result in cancellations of this course. In the event of a class cancellation, the information below describes the approach we will take toward continuing course progress.*

Example Approaches
- Shift to remote delivery via Zoom and include zoom link
- Assign cancelled class activities to be completed by a particular date
- Shift to asynchronous approach with students engaging in class activities or assignment(s)via Canvas by a particular date.
- In collaboration with students at the beginning of the semester, plan the approach that will be taken.

- For In-Person and Hybrid courses-
  - Identify the approach that will be used with class cohorts in the designated classroom (e.g., splitting the group into two, with one group meeting on Tuesdays and the other group on Thursdays)
  - Communicate instructions for the first day of class (e.g., everyone meets remotely or everyone comes to campus)
  - Communicate that while we don't know with certainty how the pandemic may evolve, if it becomes necessary to adjust or make modifications to the in-person aspects of the course (such as a phase down to all-remote learning), what approach will be taken to notify students of any needed changes
  - Encourage students to bring a mindset of flexibility, compassion for each other, and a shared commitment to following safety protocols as we navigate new ways of moving through buildings, engaging in classrooms, and more
- Office Hours - If using Zoom for office hours identify how students can schedule appointments or simply drop in via zoom. Provide zoom link.
- Provide a list of appropriate technology resources such as,
  - **Getting Started with Zoom:** The Office of Information Technology (OIT) has a helpful guide for setting up and using Zoom for classes
  - **Getting Started with Canvas**: The Office of Information Technology (OIT) has a helpful guide for setting up and using Canvas for classes
- Include link to Safe Return Campus Websites- https://www.ucdenver.edu/coronavirus
- Zoom Recording Notification (see Section 3)
- Consider modifications to course policies in context to the pandemic (see Section 4)
- Diversity Statement - We encourage all faculty to include a personalized diversity statement in their syllabus. The statement below was drafted by Dr. Faye Caronan and Dr. Nelia Viveiros as an example.

Diversity Statement Example – Please Personalize

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and

that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture, etc. I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- *If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!*
- *If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Office of Diversity, Equity & Inclusion, is an excellent resource.*
- *I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, including by me, please talk to me about it. (Again, anonymous feedback is always an option).*

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious or other cultural events, please let me know so that we can make arrangements for you.

- Health and Wellness

The necessary campus response to the pandemic emergency has impacted our entire campus community. We recognize that faculty, staff and students may be experiencing disruptions and challenges as temporary shifts in the ways we teach, learn, work and live have occurred.

(Statement below was created by student government and approved by faculty assembly to include in syllabi)

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, traumas, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. If you or someone you know is struggling, you can find supportive campus and community resources at the Health Center at Auraria or the CU Denver Counseling Center. On weekends, holidays or after-hours you can contact the 24/7 Mental Health Crisis and Victim Assistance Line at 303-615-9999 or text Talk to 38255.

The University of Colorado Denver is committed the health and well-being of all students. We recognize that diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of such symptoms can be quite varied, and include experiences of

trauma (such as sexual and relationship violence, stalking, discrimination, crimes, and accidents), responses to course work, family worries, loss, personal struggle, or crisis. If you or someone you know is struggling, you can find supportive campus and community resources at https://www.ucdenver.edu/counseling-center or by calling the CU Denver Counseling Center (303-315-7270) or the Health Center at Auraria (303-615-9999)

On weekends, holidays or after-hours you can contact the 24/7 Mental Health Crisis and Victim Assistance Line at 303-615-9999 or text Talk to 38255.

Section 2
Canvas Home Page

Purpose of the Canvas Home Page in Light of the Pandemic
Reduce student confusion and help them prepare for the start of the semester by communicating critical course information well before the course starts and set the stage for a positive learning experience throughout this unprecedented spring semester.

Include the Following Information:
- Personalized welcome to students that includes, if applicable, a brief explanation of why the entire course is not published and when it will be published
    - Examples - **Syllabus:** I am in the process of revising and finalizing the course syllabus. It will be finished and available through Canvas [explain where within Canvas it will be posted] by the Monday before the start of classes, if not sooner. **Canvas:** I will be building out the course Canvas site between 1/2 and 1/8. The full course site will be open no later than the end of the day on 1/12.

- Confirm and describe the course format
    - **In-Person:** Most instruction involves direct interaction between faculty and students in a physical classroom. Meeting times and the classroom location will be indicated on the course schedule. During the fall 2020 semester these courses were listed as on campus.
    - **Remote:** Taught virtually (using Zoom) with pre-scheduled meeting times. No on-campus component. Meeting times will be indicated on the course schedule and "Zoom" will be listed as the location.
    - **Hybrid:** Taught with a mix of pre-scheduled, on-campus or virtual meetings and flexible-schedule online learning components. Meeting times, classroom location, and "Zoom" will be indicated on the course schedule for classes that meet on campus and virtually.
    - **Online:** Taught using online learning materials with a flexible schedule. Class takes place entirely online. There are no on-campus components. No meeting times or location will be listed on the course schedule.

- Describe details for the first day of class
    - Example - everyone meets remotely or everyone comes to campus

- ○ Sample communication

    First day of class – Our first class will occur through Zoom. Please be prepared to join class via Zoom at [start time of class] on [day and date of first class].
- Include "Getting Started" information regarding Zoom and Canvas

    [Getting Started with Zoom](#): The Office of Information Technology (OIT) has a helpful guide for setting up and using Zoom for classes.

    [Getting Started with Canvas](#): The Office of Information Technology (OIT) has a helpful guide for setting up and using Canvas for classes

- Course prefix, section, number and title information
- Faculty contact information and office hours
- Meeting pattern
- Zoom links, if applicable
- Required textbooks or course materials
- For in-person and hybrid courses-
    - ○ Share the plan for social distancing in the designated classroom (e.g., splitting the group into two, with one group meeting on Tuesdays and the other group on Thursdays)
    - ○ Communicate that while we don't know with certainty how the pandemic may evolve, if it becomes necessary to adjust or make modifications to the in-person aspects of the course (such as a fall back to all-remote learning), what approach will be taken to notify students of any needed changes.
    - ○ Encourage students to bring a mindset of flexibility, grace, compassion for each other, and a shared commitment to following safety protocols as we navigate new ways of moving through buildings, engaging in classrooms, and more.
- University requirements for Campus Safety-
    - ○ As the pandemic is evolving in relationship to campus safety protocols, review latest required safety protocols and include that information on the Canvas Home Page. Following the recommendations of the CDC, Colorado Department of Public Health and Environment, and University leaders, those returning to campus will need to ensure a safety culture by following all required protocols:
    - ○ (Fall information below)
        - #1. Complete a safety training course prior to coming to campus
        - #2. Wear a visible CU Denver badge at all times
        - #3. Wear a mask at all times
        - #4. For every visit to campus, a daily attestation form must be completed online prior to arrival
        - #5. Check-in at designated check-in locations
        - #6. Follow all safety protocols
        - #7. Practice physical distancing (6 feet or more)

- Communicate how students will be notified if the pandemic requires In-person and Hybrid courses will have to move to remote delivery –
  - Example - The evolving COVID-19 pandemic requires flexibility in our approaches. If the CDC , Colorado Department of Public Health and Environment, and University Leaders recommend we phase down to remote, I will update this home page if a change occurs prior to the start of class or communicate via a course announcement in Canvas along with emails if the change occurs during the semester. Please be sure to check back between now and the start of the semester for any updates or adjustments to our meeting plan.

Publish the Canvas Home Page Only

As this request calls for publishing the home page by January 4th and faculty will likely need more time working on other aspects of the course, these directions share how to publish only the home page while leaving all other course aspects unpublished until you wish them to be available for students to view.

For directions on creating and publishing a home page in Canvas, please see:
- [How do I set a Front Page in a course?](#) (document)
- [How to change the Course Home Page?](#) (document)
- [Creating a Homepage with Canvas LMS](#) (12-minute video)
- [Canvas LMS Tutorial - Setting the Homepage](#) (8-minute video)

Section 3
Zoom Recording Notification & Suggestions for Embedding Course Videos

Utilizing Zoom and Zoom recordings in courses creates opportunities for students to access and participate in class sessions in more flexible ways while providing faculty members with additional tools needed to support their pedagogical approaches and ensure a continuation of teaching and learning in light of the pandemic. While utilization of these tools can increase access and flexibility, recording class sessions can increase the potential of privacy and conduct issues arising.

This document provides guidelines for faculty designed to reduce the likelihood of issues arising.

Recommendations
- Faculty should create a notification of Zoom recordings of class sessions and include that in the course syllabus.
- Prior to recording a class session, faculty should notify students that recording will be turned on before recording begins. Continuing this approach throughout the semester prior to every recording.
- *Faculty should allow and encourage students to participate in participate in the class discussion via the chat function or verbally or both.*
- Faculty should embed recorded Zoom sessions in their Canvas shell to deter downloading and inappropriate uses.

- Faculty could mute all participants and unmute students that raise their hand to offer comments or ask questions.
- Faculty should notify students of whether or not they support students recording the Zoom session or under which circumstances, or processes are required to seek faculty permission to do so.

Zoom Recording Notification

Faculty should provide a notice in their syllabi, that is specific to Zoom recordings of class sessions.

Zoom Recordings of Class Sessions
In this course, virtual class sessions will take place via Zoom. Zoom sessions will be recorded and posted to the Canvas course shell. Students are invited to participate in the class discussion via the chat function or verbally or both. Students are not permitted to record the Zoom sessions. Prior to every recording, I will notify the class that recording will begin. During recordings, participants will be muted. Students will use the chat or hand-raise feature to share comments and questions.

If such a statement was not included in the syllabus prior to the start of class, the faculty member should clarify the approach and expectations going forward with the entire class.

If Issues Arise

Faculty should notify the Dean of Students and appropriate School/College and seek strategies for addressing the situation.

Suggestions for Embedding Videos in the Canvas Course Shell

The video and instructions included below were prepared by Jeremy Brown (faculty, CAM) in response to supporting a safe return to teaching and learning for the fall 2020 semester.

Video - How to embed video content in Pages in Canvas course shells
https://vimeo.com/444330555.

How-to Instructions:

1. Create a page in Canvas or open a pre-existing page to which you want to add video content.
2. In the menu bar above the text entry area, click the "Record/Upload Media" icon.
3. A smaller window will open. Select the "Upload Media" tab, and then click "Select Video File."
4. Find and select the video file you want to embed, and then click "Open." The file will automatically begin to upload. The upload time depends on the file size and the strength of your internet connection. FILES CANNOT EXCEED 500 MB.

5. After the video file has finished uploading, click "Save" or "Save & Publish." The page will now show a thumbnail image of your video. To play, students just click on the thumbnail and a viewer will open right in the Canvas page.

Section 4
Attendance and Assignments

During the Spring 2021 semester, students may experience unforeseen interruptions and issues due to the pandemic. Consider adjusting course policies as a means of supporting students and ensuring equity in this context. All course policies should be explicitly stated in your syllabus.

Suggested Approaches for Attendance/Participation:
- Consider full attendance credit for Zooming/live streaming into the on-campus course meeting
- Consider increasing number of absences without any penalty for any reason
- Consider full participation points for watching a recorded class session
- Consider completion of an alternative exercise/assignment for make-up of missed participation points if unable to attend class
- Support participation in-class through a variety of methods (e.g., discussion during live class sessions, discussion boards, response papers, reflections, etc.)

Suggested Approaches for Assignment Deadlines:
- Consider one 48-hour extension with no penalty
- Consider a 24-hour grace period
- Consider late assignments with a small (<10%) deduction in points
- Consider assignments due at regular intervals, from which they must choose a minimum number to get full credit
- Consider small extra credit opportunities for students to help recoup points lost on assignments that are late or missing

Suggested Approaches Related to Use of Technology:
- As some students may have privacy concerns regarding Zoom, work with students to identify solutions
- Announce recorded Zoom sessions prior to the start of the recording
- Consider not requiring algorithm-based online proctoring technology (e.g., Proctorio) that uses facial detection technology